

McGill reporter

VOLUME 2 NUMBER 7 31 OCTOBER 1969

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AI SLIN MONTREAL STAR.

*"I am not concerned that a
parliamentary investigation
into the activities of the CYC
would involve witch hunting"—*

SECRETARY OF STATE PELLETIER

A CLEAR DUTY TO REMAIN ENGLISH

Guest Editorial by P. J. Harris

A recent issue of the *McGill Reporter* (October 10) published an article by Mr. Jan Weryho of the Institute of Islamic Studies in which he argues in favour of the "Frenchification" of the Institute.

As a native-born, English-speaking Quebecer, I am getting sick and tired of having people like Mr. Weryho telling me that the language of the country in which McGill is located is French. For Mr. Weryho's information, the language of Canada is *English* with special safeguards for the preservation of the minority French language included in the BNA Act.

Mr. Weryho argues that because there is an Islamic Institute at the University of Toronto and no French counterpart at the Université de Montréal, therefore McGill's Institute should be "Frenchified." It does not seem to occur to him that if our French-speaking confrères want such an Institute, they have only to found one as did Wilfred Smith at McGill in 1952.

I certainly do not want to create the impression that I am in any way opposed to the positive efforts of French Canada to catch up with English Canada in the field of higher education. On the contrary, I believe it to be in the best interests of all Canadians to co-operate in every way which is not detrimental to the existing English-language institutions. This must clearly involve the establishment of

completely new French-language campuses and the rapid growth of existing universities and colleges.

However, I am totally opposed to the negative attitude, typified by Mr. Weryho, that the French system of higher education in Quebec should be improved at the expense of the English-language universities. At the present time, there are about 1,100,000 English-speaking people in this province, more than the total populations of any of the Maritime provinces and about the same as the population of Manitoba or of Saskatchewan. Surely these people are entitled to a proportionate number of English-language universities and colleges in Quebec as in the rest of Canada.

It is about time that it is clearly stated that one of the most fundamental responsibilities of McGill University is the education of English-language Quebec residents, most of whom are not from well-to-do Westmount families. No one doubts that the Université de Montréal has a primary function of educating the French-language population. Why, then, should we try to either condemn or justify McGill by referring only to its direct contributions to French Quebec?

The word "Quebec" seems to have developed a new connotation in recent years. It is as if the French-speaking community of Quebec makes up "Quebec" in its entirety and the rest of us are outsiders. Over a million people are

too many to dismiss in this fashion. If one asks the question "What is McGill's contribution to French Canada?" then a different question is being asked. This latter question was answered very ably by Vice-principal Frost in the *Reporter* last March. But we should not be ashamed of saying that McGill is an English-language university and insisting that it has a clear duty to the English-speaking community to remain so.

The teaching of French as a second language is the duty of the pre-university educational system and, although some progress has been made, much improvement is still needed to ensure that upon entering McGill most English-language Quebecers are already fluently bilingual. This is an aim which should be ardently pursued by French and English alike if we are sincere in our desires for a truly united Canada.

This will, of course, take time, and it is too much to expect that the present English-speaking adult population will ever become really proficient in the use of French. Simplistic, radical "solutions" as offered by Mr. Weryho or Raymond Lemieux or Stanley Gray can only inflame the frictions that already exist between the two linguistic groups.

P.J. Harris is an associate professor in the Department of Civil Engineering and Applied Mechanics at McGill.

EDUCATION AND TECHNOLOGY: THE END OF THE PERSONAL

second in a series

by HOWARD ASTER
and STUART GILMAN

The following remarks are brief in respect of the problems and implications of education and technology. They are intended to provide an essential framework for any critical approach to the subject. In our previous article we discussed some of the problems and implications of student revolt. Here we begin to consider one of the current notions for eliminating the revolt by eliminating the conventional student.

The Open University

The British Open University is the first educational system to link—on a national scale—the elements of mass communication, educational technology, and learning. It is generally thought that this Open University, operating via television, radio, satellite relay, etc. (and including packaged material available by mail to the individual) will provide a solution to the problem of mass education, leisure, and recreation. The idea will, inevitably, be implemented here in some form or other.

The traditional university cannot effectively support "democratic" education—education for all. There are simply too many people to be educated, and the physical and personnel resources of the typical university cannot cope with the number of students who enter it each year.

Mass communications education will create a situation where it is hoped that "never before will so many be educated to so much by so few in so short a time."

There is no doubt that, from a technological standpoint, the idea is a feasible one. Also, there is little doubt that its very feasibility will make mass communications education an increasingly significant technique in the future.

As we well know, the "knowledge industry" and the communications industries are becoming the most economically relevant sectors of modern society.

The Fundamental Critiques

However, fundamental critiques of present educational orientation and quality—the lamentable and tragic lack of direction, cohesion, and control—need not be any different in the new mass education context. Obviously, quantity is not quality. Mass consumption is questionable whether the consumption is of objects or knowledge.

Merely defining two aspects of the changes we can expect: a) the home becomes the educational environment, and b) knowledge becomes universalized, standardized, formally programmed, superficial and state controlled.

The effects of these on the sociology and psychology of human beings will be extensive and indeterminable. This, of course, reflects the traditional twentieth century absence of foreknowledge in human affairs and the accompanying rejection (purposeful or not) of basic responsibilities of the productive forces of our societies to the individuals who inhabit them.

Destructive Aspects of Technology

It seems to us (before detailing precisely the system of mass communications education) that it is essential to recognize and understand the destructive aspect of technology—not what it produces, but what in the *human animal* it eliminates or destroys. The relevance of history, of our own individual past, of cultural and ethnic identities, as well as the relevance of will, purpose, revolt, and meaningful individuality, seem all to be rendered minimal in the technological context. Technology's inability to incorporate any critical function, because we cannot program criticism, meaning, philosophy, or value; its ability to supply an infinite variety of useless commodities by super-production; its supersaturation of the mind and body of man which renders us powerless and dependant (except that we can yet revolt by

language, if that is still meaningful); its metamorphosis of man into flesh that suckles machine; its diminution of the "human element"—in general, social processes—all these are areas which partially express the dilemma of machine-dependant societies.

The End of Tragedy

Or, we notice other effects, that laughter seems to be diminishing, that there is, in our societies, little expression of joy, and little joy to be expressed. We are all "serious."

But if laughter and song are man's ways of transcending the fundamental tragedies in human existence, and if we are approaching the true end of tragedy because there will soon be no "want," then is there any reason not to expect the passing of transcendent laughter and song except as psychological anachronisms?

The Seeds of Revolt

We observe the pervasion of the technological mythology in the arts. We relate, in our arts, to terror, violence, and obscenity in terms of the machine. We relate to the symbols and operations of a tyrannical or benevolent (and therefore "religious") technology. Our cultural fantasies reflect the terror of the possibility of machines that go astray. Or, we observe heroes whom we know must lose to the law and order of technology, or heroes who conquer because theirs is the superior technology. The computer, the telex, the satellite, and the automobile—these define the contemporary mythical antagonists. Though we sense the domination of

our lives by the "program," we release our fears in the cinema and through television, we exercise there our doubts and feelings of powerlessness, and we empty our minds of the seeds of revolt.

Technology and Education

And when we apply technology to education, massing it and further degenerating it (it is bad enough today), then we shall be connecting the technological matter and mythology straight into the minds of men, with no modifier or filter, no teacher in the way, and no personal experience. That will signify the final stage of man who re-orders the world, who legislates his society, who creates for and among other men, who is vulnerable and progressive, irrational and self-transcending, and all this within and because of a reality which was beyond his control and which has nourished his sense of meaning and purpose in past centuries—because there will be no apparent "want," no material vacuum to be filled, nothing but recreation and leisure.

Alienation

We have concerned ourselves with the problem of alienation for decades. The opportunists and optimists claim that the technological future will eliminate alienation. But in what way? By effecting the complete independence of man? Food, shelter, mind—all these will be taken care of. But independence is not the panacea for alienation. Rather, we can now appreciate that alienation is nothing but the irony of indepen-

dent man. Man alone is alienation, and the programs for the mass education society seem to us to signify "man more alone than ever before."

The Essential Humanity

Rather than enabling us to re-discover a basic humanity—to see clearly, to hear clearly, to touch actual nature, to feel, and to feel toward other humans, to taste and smell actual food, to possess a completeness of individual self which is defined by an aliveness and alertness of every human sense—the technological present and its future represent to us the final, unregenerative, stable relegation of man into a self-contained, technologic-electronic domestic module, where he shall develop mind separate from man, separate from the total personal self.

Instead of movement, the illusion of movement. Instead of knowledge, the illusion of knowledge. Instead of humanity, the dissociate mind, imagination without reference—man dreaming.

Certainly in his electronic cubicle—the electronic cell (padded cell)—individuality. But an individuality without consequence. An individuality which will exist *because* it has no consequence.

Next in the series: specific implications of mass communications education, and a critique.

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ARTS AND SCIENCE FACULTY OPENS COMMITTEES TO STUDENTS

by HARVEY MAYNE

The Arts and Science Faculty, in the words of one of its members, "went full circle" on student representation at its latest meeting. At any given time, not more than 60 professors were in attendance at the session of October 20, 1969 which convened at 3:45 p.m. There are over 400 members of the Faculty. For about two hours, Faculty members discussed variations on a Motion by Dean Edward J. Stansbury that "students be appointed on every committee that reports to Faculty and Faculty Council and be present in the ratio of 1:3 (one student for every two staff members)."

The most contentious part of this motion seemed to be "every." Many faculty were puzzled about the implications of this word, and were therefore wary about passing such a motion. Some went further and denounced student representation, period.

Professor Hans Schwerdtfeger questioned the role of students on any committee. "From the point of view of mathematics this would be an absolute absurdity," he said.

In introducing his motion, Dean Stansbury said that the Joint Working Group on Student Participation in Faculty Government did not feel that one student alone should sit on a committee, but "on the other hand, we shouldn't have as a blanket rule anything that allows control by the students." The ratio suggested by the Dean is used by Senate and those Faculty committees which up to now have had student membership. "This is not a very radical motion—we are just extending the ad hoc policy to the rest of the committees in the same way," said the Dean.

Although Dean Stansbury felt that the possibility of ever establishing committees on promotion, hiring, and firing of teachers would be nil, several professors disagreed. Professor Antal Deutsch said that he "dreaded the day when people get Ph.D.'s for exploring the debates of Faculty, because then the real intentions of the Dean as just stated would not be clear." He therefore suggested that an amendment by Professor Henry Schaerf to the Dean's motion be accepted as a codification of Professor Stansbury's intention, that no student representatives would ever be seated on any committee hypothetically set up by Faculty.

The amendment, moved by Prof. Schaerf, added after Dean Stansbury's motion the words, "on all those committees which report to Faculty, and which do not deal with the careers of Faculty members at McGill University."

In spite of assurances by Dean Stansbury that the establishment of such committees as mentioned above would "require a change in the nature of Faculty," the amendment was passed 32-21. Prof. Stansbury questioned the amendment as perhaps implying that "it should exclude students from committees advising the Dean." The dean's advisory committees are the only committees which might at present remotely affect careers—for example, the ad hoc committee to elect vice-deans which could be termed a "career committee."

Professor Leon St-Pierre then moved a further amendment "that student members be appointed to each faculty committee separately."

Professor D. Bindra then said that the intention of those faculty opposed to the word "every" in the original motion might be better met if a system of review was incorporated into the motion. He then proposed a sub-amendment, seconded by Professor C.P. Leblond, that "student members be appointed to every Committee in the ratio in the first instance of one student for every two members of staff, and that this ratio be reviewed periodically by the faculty for each committee in the light of further experience." The ratio could then be zero, or an increase from the suggested ratio in the sub-amendment. Professor A. Malloch, in commenting on the business on the table, said "these motions and amendments end to end have a lyric quality. But since all members of these committees have to be eventually approved by the Faculty Meeting, why the need for this sub-amendment?"

It was then pointed out that the principle of appointing students to Faculty Meeting does not require Senate approval. However, a proposal passed at an earlier meeting this year, that over 30 student representatives be seated on the Faculty itself, will have to go to both Senate and the Board of Governors before it is actualized.

When putting the question on Prof. Bindra's sub-amendment, Vice-Dean Gordon, who chaired this part of the meeting, said "I hope more people are more clear than I am about all this." Faculty defeated the sub-amendment 23-14. The St-Pierre amendment was narrowly passed 23-19 while the motion as amended was ratified 25-11.

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Faculty then approved individually 1:3 student representation on the following of its committees: The Committee on Promotions and Standing; the Committee on the Structure of the Faculty; the Library Committee; the Committee on the History and the Philosophy of Science; the Committee on East Asian Studies; the Committee on South Asian Studies; and the Board of Studies.

On the latter committee, Professor Eric Jay pointed out that student representation on the Board would consist of four and one half students. In spite of an assurance by the Dean that "where the number of students do not integrate, the Nominating Committee of the Faculty will be asked to change the composition of the committee to make the numbers even." Professor Robert Vogel insisted that "half a student is better than none."

The committees for which student representation was approved at this meeting were the non-controversial ones. As Dean Stansbury put it, "We're starting with the easy ones so as to build up confidence." Consideration of student

representation on the B.A. and B.Sc. Advisory Committee was tabled and the question of the Nominating Committee will be dealt with in future meetings.

At one point in the discussion, Dean C.D. Solin rose on a point of privilege to protest that "we are making a mistake. This is hardly what one might call a representation of Faculty." Professor A. Rigault commented, "Quite a lot of people do not attend because they're simply not interested."

The next item of business dealt with the method of selection of student representatives on committees. Dean Stansbury moved that "students for committees of faculty be selected by the Executive Applications Committee of the ASUS." The Executive Applications Committee consists of the Secretary and Treasurer of the ASUS, a member-at-large chosen by the Executive, and, if necessary a chairman of an ASUS committee directly involved with the particular position being applied for. Professor Walter Hirschfield protested that Faculty should "not lay down a specific body to choose

student representatives—rather we should let all students decide what method they want."

Dean Stansbury answered that if Faculty did not specify a method, "then it is conceivable that the President of the ASUS himself might appoint them."

Professor Vogel then suggested that "it be incumbent on student members of Faculty to report the members to be selected on committees. Associate Dean M. Herschorn moved to amend the original motion to "require that student members of Faculty committees must satisfy the requirements for membership on Faculty (i.e. be students in good standing with the University)."

This amendment, which was carried, was followed by another amendment by Professor Hirschfield "that Faculty be asked to endorse all nominations by the ASUS." At six o'clock, Faculty adjourned pursuant to a motion passed at the beginning of the session. Three items out of eight on the agenda had been wholly or partly dealt with.

ACTIONS OF THE BOARD OF GOVERNORS

The following report is a summary of business completed by the Board of Governors at its October 20 meeting.

Committee to nominate principal The Board reconsidered its action taken at the September meeting in establishing the ad hoc committee to nominate a successor to Dr. Robertson. The committee was to consist of three members from the Board, three from Senate, two from the Students' Society, one from the Graduates' Society, and one from the McGill Association of University Teachers, with the Chancellor as Chairman. It decided, having received recommendations from the Students' Society, the MAUT, and the McGill Faculty Union, to settle for three members selected by the Board, three members selected by Senate, three students, three faculty members chosen by the MAUT, and three members selected by the Graduates' Society. The Chancellor will continue as chairman of the 15-man committee.

The student representation will be made up of two students from McGill and one from Macdonald College, all of whom must be eligible for election to Senate. The Board also agreed on its own appointments to the committee. They are J. de Grandpré, and A.C. McKim, and S.M. Finlayson.

Montreal Community Radio After several attempts, Radio McGill finally succeeded in obtaining Board support of its proposal to establish an FM community broadcasting radio station. The Board agreed to give Radio McGill \$152,000 required to put the project into operation. The Students' Society has already approved a similar grant of \$76,000 for its share. The balance will be raised from the community and through incomes developed by the new station. The \$152,000 provides for the necessary capital expenditures of \$50,000 involved in erecting an antenna on the McIntyre Medical Sciences Building as well as purchase of equipment, and allows for operating grants through the first three years of operation at \$34,000 per year.

With University support behind it, the Radio McGill group will now proceed to make formal application to the CRTC for licensing.

Salary policy It was agreed that the Board would welcome the opportunity to meet as a body with representatives of the MAUT, to discuss salary policy, if that organization requested such a meeting.

Senate Committee on Development Authority was given for the drawing of preliminary plans and the obtaining of cost estimates for a pedestrian tunnel under McGregor Street between upper and lower McTavish Streets. The cost of the project is expected to be covered by means of a capital grant from Quebec.

Authority was also given to reconstruct the Pathology Building Gatehouse to provide a five-storey link between the old and new Pathology Buildings, making available about 11,750 square feet of new useable space. The cost is estimated at \$425,000.

Information Office Approval was granted to a proposal to relocate the Information Office to 3587 University Street. The space the Office will vacate on the sixth floor of the Administration Building may be allocated to the staff of the Internal Audit, systems analysts, and Data Centre programmers.

Inter-University Library Loan Service Vice-Principal S.B. Frost reported that the Conference of Rectors approved the establishment of an Inter-University Loan Service, to be operated by the University of Montreal, at a cost of \$36,000 for the balance of 1969. Approval was given to a supplementary appropriation of \$4,000 to cover McGill's share.

Student Aid Authority was granted to overexpend the University Student Loan Fund during the 1969/70 session to the extent of \$27,000. Last year the Board approved overspending to the extent of \$50,000, but the Fund used only \$23,000 of this limit, which amount was recovered from the McGill Fund Council, and the overspending approved for this year is the balance of this amount.

Recommendations from Senate The Board approved a report from the University Scholarships Committee which had previously gone through Senate. The report recommended acceptance of the following conditional gifts: The Gordon Bennett Memorial Bursaries for men and women in any faculty; The Roche Bursaries consisting of two donations of \$1,500 each to students in the Faculty of Medicine from Hoffman-La Roche Limited; a sum of \$880 from an anonymous donor to establish one or more prizes of a minimum value of \$50 each for proficiency in Latin to students in any year of the Faculty of Arts and Science. The Hewitt Equipment Limited Scholarship has been discontinued.

McGill Teaching Hospital On the recommendation of the McGill Hospitals' Liaison Committee, the Board approved the following:

1. the Royal Victoria Hospital, the Montreal General Hospital, the Montreal Children's Hospital, and the Montreal Neurological Hospital be classified as McGill University Teaching Hospitals;
2. that other hospitals which have been approved and have contracted with McGill University to participate in teaching and research in all departments and services be classified as a hospital associated with McGill University;
3. that other hospitals which have been approved and have contracted with McGill University for participation in teaching and research in one or more, but not necessarily all departments and services, be classified as a hospitals *partially affiliated* with McGill University;
4. that the name of the McGill Hospitals' Committee be changed to McGill University Teaching Hospitals' Committee.

Change in Statutes Approval was given to amend the statutes so that the President of the McGill Students' Society will sit as an ex officio voting member of Senate. This will have the effect of increasing student representation on Senate from eight to nine members.

STUDENT LEGISLATORS RESIGN IN PROTEST

by HARVEY MAYNE

A rash of resignations from McGill's governing bodies followed a stormy Students' Council meeting last week. Three members of the Students' Society's supreme legislative body—Margaret Ruth Verrall, Kenneth John Clowes, and John Logan Whitelaw—quit on Wednesday, October 22nd, after their proposal to withhold student elections for Senate until a restructuring of the university took place was rejected. Instead, a motion was passed to put off these elections until the Joint Committee to Maintain a Continuing Review of University Government meets.

"Faced with the choice of allying itself with McGill's illegitimate and reactionary administration, or with those elements of Quebec society working towards a fundamental reorientation of the University, towards a McGill which is served and controlled by the people of Québec, Students' Council clearly opted for the former," read a statement issued by the three radicals.

"This is a totally incorrect analysis of the Québec political situation, and their errors are so all-encompassing that all their actions seem to have been based on these errors," commented Students' Society President, Julius Grey. "As a matter of fact, these three are not allying themselves with progressive elements but with regressive and racist forces. There are a great many changes to be made in the rusty administration of McGill, but let's not confuse these with the demands of the French nationalists."

Five student senators, Messieurs Hyman, Caron, Hamer, Edel, and Foster, have also abdicated in sympathy. Mr. Foster is the only one among the five who is not a McGill student, and he has not attended any Senate meetings since the beginning of this academic session.

These resignations, which would in normal circumstances have been seen as sensational moves, have been received with almost a total lack of concern on the part of the university community.

The terms of the student senators were to have expired on October 31st in any case. The Students' Council members also had only several weeks before their seats became vacant.

"These people obviously wanted us to work along the lines of the Front de Libération Populaire, that is, for a French McGill, something which is unacceptable to me," Students' Society External Vice-President Martin Shapiro told the *Reporter*. "They weren't even willing to discuss the issues, so good-bye and good riddance."

President Grey, who is an ex-officio member of Senate, also had strong words for a statement by Mr. Edel, who told the *Reporter* that "I never considered myself a Senator — I was a representative of the Students' Society." "An attitude like that," says Senator Grey, "could destroy student representation anywhere. There is no contradiction in representing student views and being a Senator."

Apropos of the motion passed by Students' Council, the assistant secretary of Senate, Mr. Higgenbotham, claims the Joint Committee to Maintain a Continuing Review of University Government "has not met because student representatives on it have not yet been appointed by Students' Council." The Committee, which was set up last year, during the hubbub and controversy over student representation, will consist of four students, four Senators, and four governors.

One of its main purposes will be "to undertake a review of the terms of reference, composition, and procedures of Advisory Committees to the Principal for the selection of Deans and Vice-Principals and statutory selection committees for professors."

"The Registrar has been waiting since last April to receive the names of the student representatives," said Mr. Higgenbotham, "Senators and Governors have already elected theirs." The procedure originally adopted was that when all the committee members had been chosen, the Registrar would notify the Principal who would then call the first meeting where a chairman could be elected. "It's a falsity to say that the Governors or Senate have held up the operations of the Committee. We've been waiting until the students send their representatives," claims the Assistant Secretary.

It appears obvious that with the resignations of three Council members mentioned above, there will be no major obstacles in setting a

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GEOGRAPHY RESEARCH IN CARIBBEAN

The Canada Council recently announced that Professor Frank Innes, in collaboration with Professors Theo Hills and Jan Lundgren of the Department of Geography of McGill University, have been granted a research award for 1969-70. The award (in the amount of \$41,684) is to support a continuing geographic study of the character and diversity of small-scale non-estate agriculture and settlements in selected Caribbean islands. This award represents a continuation of a grant made in 1968-69 to the same team of workers who have, over the last ten years, acquired a considerable experience in the Caribbean region.

The current research program represents a culmination of work that the Geography Department at McGill has undertaken in various aspects of the geography of French- and English-speaking (or francophone and anglophone) Caribbean territories from Guyana to Jamaica.

During the course of this work, McGill geographers have collaborated on a long-term basis with the governments of Barbados and Guyana and on a short-term basis with the governments of St. Lucia and Jamaica. There has also been collaboration with other scientists from McGill,

the University of Guyana, and the University of the West Indies. A variety of publications, reports, and theses both at the Masters and Doctoral levels have resulted.

Three major features of small-scale agriculture will be given special attention: the evolution of the various types and practices of small-scale agriculture, the existing ecological and agronomic bases and the economic-geographical characteristics.

This past summer, the team concentrated its activities in Guyana and in Jamaica in order to expand upon and diversify a previous concentration in the interior of Guyana, Barbados, and the Windward Islands. Three full-time research assistants together with two students of the University of the West Indies and two associated graduate students from McGill University spent the summer in Jamaica. Under the supervision of the investigators in the project an intensive study was conducted of selected farms in Manchester Parish, a major agricultural parish of the Island. This investigation included an analysis of the detailed micro land use on the farms, the farming techniques and practices of the small-scale farmers and the channels through which they market their pro-

duce. One of the purposes of the study is to discover the degree to which small-scale agriculture is commercially orientated and viable. In many islands of the Caribbean region the tourist sector of the economy is the fastest growing one, and what impact it has on small-scale agriculture through a demand for vegetables and fruit needs to be more fully understood. The gathering of detailed factual data continues together with the analysis of the field material towards the preparation of maps, diagrams, and reports.

The research team has previously been engaged in work within the Province of Quebec, Professor Hills having worked extensively on an understanding of the process and development of settlement in the Eastern Townships area of the province, while Professor Innes worked on similar problems in the settlement of land in the Abitibi region. In addition, Professors Innes and Lundgren were associated in a study for the Royal Commission on Bilingualism and Biculturalism of aspects of the ethnicity and social geography of Montreal. Though the team acknowledges the importance of continued work within the context of Quebec, they are also conscious of the responsibility

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PHYSICS DEPARTMENT PROFILE

first of a series

by HARVEY MAYNE

For the past thirty years, the Physics Department has faced many problems arising from progressive decentralization of its facilities.

The increase in staff and students since the end of World War II has far outdistanced the physical expansion of the department. "We have been forced to move many of our labs far away from the already overcrowded and delapidated buildings on lower campus," remarked one professor, "and the division this causes between the staff and students is outrageous."

The department, one of the largest at McGill with an enrollment of 2,600 students in its courses, is badly in need of a new building, most administrative officers the *Reporter* spoke to readily admitted. At present the department is dispersed into five buildings, two of which are over 70 years old (Macdonald Physics and Macdonald Chemistry), and one of which is five miles from the main campus (Magnet Laboratory at Longueuil).

But, acute as this problem has been in the past, the department has still managed to come out with new discoveries. One of these occurred as recently as 1963 when workers at the Foster Radiation Laboratory observed a new type of radioactivity, delayed proton emission. This added a sixth to the list of known forms of radioactivity, two of which had been described by McGill's Ernest Rutherford at the end of the last century.

When asked what was the role and aim of his department in the university, Professor W.M. Martin, Associate Chairman, said that the department "has no aim or role, at least none that makes it distinct from any other science department like Math or Chemistry."

Professor Martin characterizes Physics as "mainly a service department. Since the faculty requires first year science students to take a physics course, we provide it. Also, the Engineering Faculty requires their students to take courses in physics, so we provide that."

Some students interviewed by the *Reporter* said they were appalled at the attitude implied in this statement. "This is the kind of answer," one Honours student said, "that is typical of administrative people in science departments. No wonder there seems to be such a wide gap in attitudes between faculty and students in Humanities, and those in the Sciences. If the university is to progress, we're going to need scholars in decision-making roles who have a clear conception of their fields, one which they can transmit to people in other disciplines."

Those dissatisfied with the vision of physics at McGill as expressed by Professor Martin have formed associations to push the department into probing its role in more depth. The Honors students and the General and Major students belong to separate organizations with just such aims. At present, there seem to be few signs that this kind of student activity will have much influence on the department. Meetings of the undergraduate organizations held last year were not very lively, and students are searching around for a definite role for their associations to play.

Meanwhile, the department has been consulting with interested undergraduates to find

out ways of improving courses. During the academic year 1968, these discussions resulted in a number of curriculum changes. There were three major areas in which students levelled criticism. These were in the program of study, in the phasing of other subjects with physics, and in the teaching methods of individual courses.

The first two areas involve complicated problems because they require close cooperation with other departments and faculties. For example, in the Major program, many students asked that they be given a better mixture of math and physics. Some complained that they were not getting enough material in some courses, or that they were being asked to quickly absorb a host of new material in, for example, a physics course which they had not yet covered in a corresponding math course. The phasing of courses in different sciences had to be accomplished more efficiently.

The department has therefore decided to improve the mixture in second year. Instead of having the choice of one course in physics and two in math or two in physics and one in math, the department provides "the best possible compromise"—one and a half courses in each field.

Third year major students may now also take an additional course in one of their continuation subjects in place of a third science. This means that they are able to concentrate on the field they are interested in. The department has also extended the time-length of some courses, such as physics 307 and 408, from two to three hours to enable physics students to pick up the required material at a normal speed. Also, some graduate courses are now available to fourth year Honours students.

Physics is modifying first-year courses for the CEGEP parallel program. Ideally, it would like to have McGill's 26-week, five-course program in E1 and E2 correspond as closely as possible to Dawson College's 30-week, six-course plan. To achieve the same interface (beginning and end) as Dawson in the first two years, the department is juggling with its course requirement. In the physical sciences, for example, a student will enroll in one and a half physics courses and in a math course, if necessary, in addition to his other required courses.

Traditional first-year courses have been modified slightly. Physics 110, for example, which is the first of a two-course sequence and has in the past dealt with mechanics, heat, and weight will now, in the words of Professor Martin, contain "less heat and more light."

The department does not appear to have a basic philosophy about teaching physics at CEGEP level. When asked whether the department considered the extra year of schooling provided by CEGEPs as a year at the top or bottom, the Associate Chairman replied "half and half."

He emphasized the difficulty to be recognized in even attributing first and second year

students *qua* physics students. "No first year students are identifiable with the physics department, since most of them take the same courses in the Bachelor of Science program," he said. "The same applies to many students in second year taking one or two physics courses, but not enrolled as Major or Honours."

One Major student told the *Reporter* this attitude was a "sham," and was the result of a long-standing policy on the part of the department to shirk its responsibility for freshmen and second year students. "The department is just as much interested in us," a second year general student said, "as the university administration is concerned for the welfare of its maintenance employees. Just look at those lousy videotape lectures they make us stomach." The department claims that it "can not satisfy all the students," though, as Professor Martin says, "our doors are always open for interested students to come and give suggestions."

The videotape lectures the student spoke of have in the past been used for Physics 100, which had an enrollment of 650. To ensure that such a large number of students (there were over 1200 students registered in the three main first-year courses last year) would not be treated *en masse* and herded into large, alienating lecture halls, the department divided the number into sections of 30 to 35. Because of the shortage of staff, lectures had to be televised and screened to sections. The lecture would be screened for one hour of the two-hour section, while the other half would be live and headed by a graduate student. The department felt that this would cut to a minimum the alienation and boredom felt by students in large lectures, live or video. There is an admission, however, that "it is a difficult problem to get 20 qualified graduates as instructors to lead the seminars."

Also, there has been a recent trend towards decreasing the number of laboratory experiments. While 20 to 22 lab components may have been the case several years ago, the figure now is only 12 or 13. Reason? The oft-expressed difficulty of making laboratory teaching a meaningful experience. "In a large class of, say, Physics 100, it is almost impossible to have a student do real investigative work given the available time and space," asserts Dr. Martin. "The student comes into the lab at the assigned hour, he sets up the apparatus in a given way, follows explicit instructions, and takes a few readings. All too often, he does not learn much."

The *Reporter* was also told that there are few experiments in which basic principles of the science are illustrated. Among teachers the prevalent feeling is that labs must be carefully designed for learning the techniques of measurement, and until a new system is devised, the department has cut down on a superfluous number of lab units.

When asked whether his department stressed graduate or undergraduate teaching, Professor Martin stated, "We stress both." He claimed

it is "impossible to answer otherwise: how could any person measure the percentage of undergraduate or graduate teaching?"

A closer investigation reveals a different situation. There are 65 to 70 graduates in the department and almost half of the approximately 60 members of staff are post-doctoral fellows and associates involved mainly in research (assisted by graduate students). This, coupled with the fact that graduates are the only students directly involved in the main laboratories and institutes, does indicate a very significant emphasis on graduate teaching.

Scholars in the sciences and those in the arts

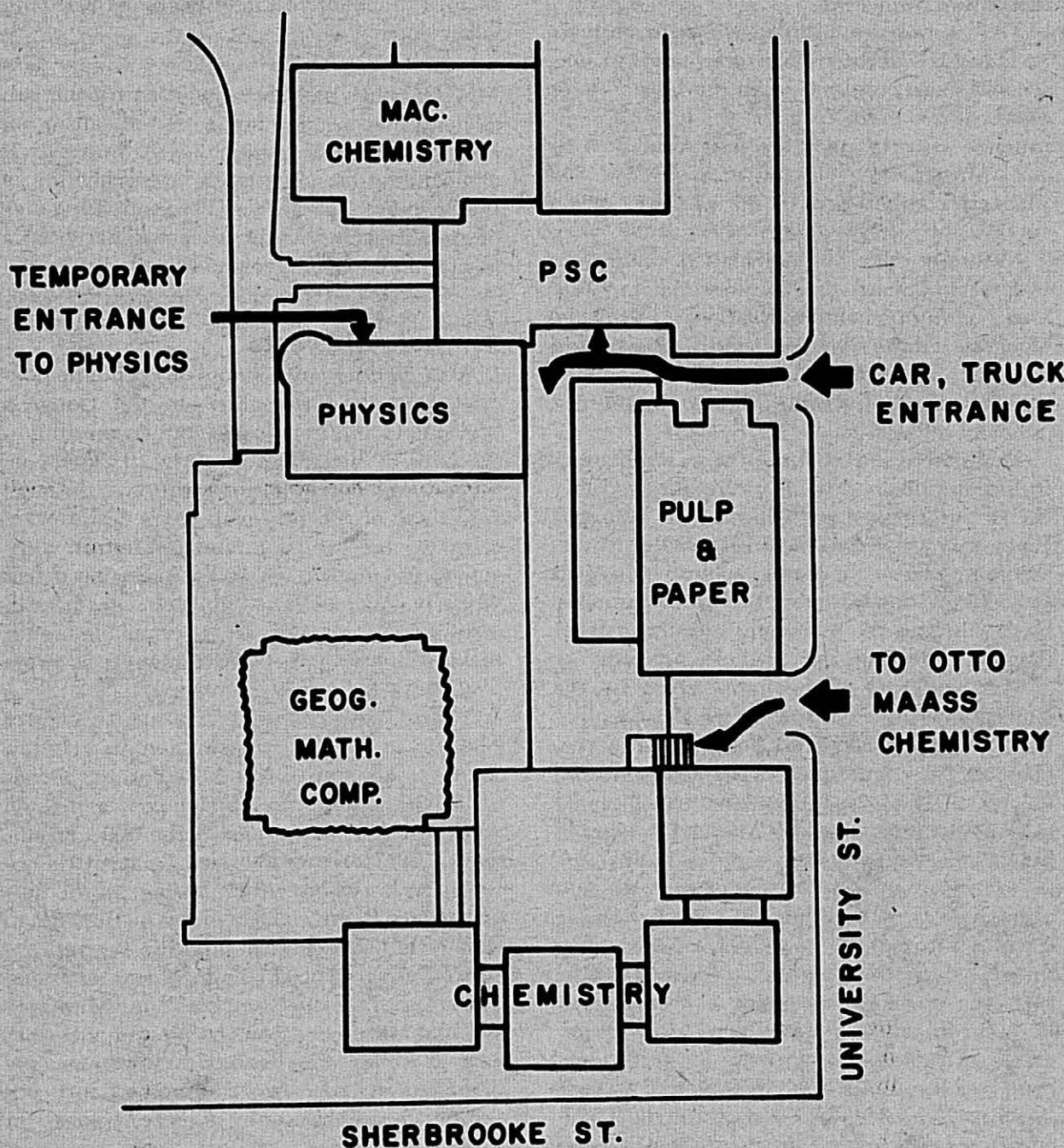
are facing each other across a widening gulf with respect to their conception of the role of the university. This can perhaps be detected by a growing appeal within science departments for division of the Arts and Science Faculty. This feeling appears to be widely shared by faculty members in the Physics Department. Professor Martin claims that the faculty should divide "because of its great size." There are approximately 7,000 students in the faculty which makes it twice as large as it was five years ago, and certainly one of the largest in Canada. It was for this reason that separate divisions were created.

But Dr. Martin goes further to argue that curriculum debates now being conducted in the four divisions of the Faculty are quite sufficient, and there is little need for a body such as the Faculty Council to intercede between a Division and Senate. Professor Martin would abolish the Council.

When pressed further, Dr. Martin admitted to the *Reporter* that "the degree of consensus which we ought to have in the faculty-at-large just does not exist." He asserted that "it would be best for a group, community, or institution that is more or less of like mind, to run its own affairs."

NEW BUILDING FOR GEOGRAPHY, MATHEMATICS, AND COMPUTING SCIENCES UNDER WAY SOON

by K. L. S. GUNN
Chairman, Senate
Development Committee



A long-awaited new building will begin to get under way soon after tenders are received at the end of this October. It will allow the departments of Geography and Mathematics to be housed in one location for the first time in many years. Each of them are now dispersed among four different buildings. The new building will consist of a 13-storey tower, 90 ft. by 90 ft., located between the Otto Maass Chemistry and Macdonald Physics Buildings (see site plan). A terrace surrounding the new building will extend from the Chemistry to the Physics Buildings. Under the terrace will be the Computer Centre and general-purpose lecture rooms, these latter to be ready for use by September next. The Geography department will occupy floors 3 to 7, the Mathematics department floors 8 to 12, with mechanical equipment on the 13th floor.

For the remainder of the '69-'70 session, the construction will mean modifications in the current access routes to the Macdonald Physics and Otto Maass Chemistry Buildings. The front door of the Physics Building will not be usable, and a temporary access to that building will be provided from the campus into the back of the building, near the ramp leading into the Physical Sciences Center. (Direction signs indicating this new entrance will be posted.) The only access to the Otto Maass terrace will be from University Street, so that the quickest route to Chemistry from Leacock/Arts will be via the Milton Street gate and University Street, and from the PSC via the University Street doors of that building. Similarly, passage from RVC to the Campus will have to be via the Milton or Sherbrooke Street gates for the next twelve months or so.

Since the area between Physics and Chemistry will be under excavation, no parking will be possible in that area during the period of construction. An equivalent number of parking places will be made available, however, in the vacant lot on the north-west corner of Drummond and McGregor, and the McIntyre garage is of course also available. Entrance to the parking space behind the PSC and the Engineering Buildings will be from University Street, between the PSC and Pulp and Paper Institute buildings (see site plan). This entrance will also serve, beginning in November, for deliveries to the Physics and Chemistry buildings; later, when the new building is ready cars using the 90 parking places in its basement, will come in by this entrance.

INDIRA GANDHI'S NEW FACELIFT:

A Case-study in Political
Confrontation/Compromise

WORLD WIDE PHOTO



Indira Gandhi, India's Prime Minister: Radical economic measures for the nation's ills.

The Prime Minister of India last summer was in the habit of addressing rallies of rickshaw-pullers, bank employees, government school teachers, small farmers, and workers, outside her home in a fashionable part of New Delhi. Every day the message was the same: the nationalization of fourteen of the largest scheduled banks is a step towards the socialist society that India must become.

Then, Mrs. Gandhi continues, India is a country of poor people but the rich are running the show: "The question before the country today is whether to make India a real democratic country, or continue to make a farce of democracy and deny the people the fruits of democratic principles."

The response from the small men is emphatic. Hundreds of them raise their hands in unison and shout "Indira Gandhi Zindabad" (long live Indira Gandhi). This is the kind of communion with the populace that seemed to be sustaining the Prime Minister those days. She planned a stump-tour of the country to win support for her new-found "socialism."

Naturally, the big newspapers were very hostile and sarcastic; big businessmen were very angry and apprehensive; the bosses within the Congress Party fretted and sulked and schemed, and some of them flattered Mrs. Gandhi unduly by calling her a Communist behind her back.

These were, no doubt, strange happenings in Indian politics. Mrs. Gandhi, until recently the stolid, uninspiring leader of the Congress Party, now appears as the great socialist leader, the champion of the people against the vested interests of big business, big banks, princes, landlords, and the monopoly press—and what is more, the vanquisher of the Syndicate.

The Syndicate is the name given by the English-language newspapers to the ganging-up of provincial Congress bosses against Mrs. Gandhi. The composition of the Syndicate and its role in Indian politics were first explored in some detail by McGill's Michael Brecher in his instant history, "Succession in India."

According to Brecher, the Syndicate was publicly born in October 1963 in the temple town of Tirupati, "a new informal leadership bureau which was to play a vital role in the management of the succession to Nehru." Lal Bahadur Shastri, a man with no known view of his own except a sympathy for traditionalism, was the choice. The Syndicate pressured an ailing Nehru to admit Shastri into his Cabinet; later, after Nehru's death, the bosses aided Shastri's elevation to the Prime Ministership by applying the principle of consensus.

As Shastri began to assert his independence, the power of the Syndicate weakened. After Shastri's unexpected death in 1966, the Syndicate was unable to agree on a candidate—and unable to prevent the election of Indira Gandhi, the overwhelming choice of the Chief Ministers of the States.

The core of the Syndicate is said to consist of S.K. Patil, a reactionary who makes no secret of his reaction while continuing to play a leadership role in an organisation committed to "Democratic Socialism"; Atulya Ghosh, the notoriously devious leader of the West Bengal

Congress wing; S. Nijalingappa, the Congress President, former Chief Minister of Mysore and a thoroughgoing traditionalist; Sanjiva Reddy, former Chief Minister of Andhra Pradesh, until recently Speaker of the Lok Sabha and the Congress candidate for the Presidency of the Indian Union. The person most prominently associated with the Syndicate is K. Kamaraj, a man of humble origins and king-maker from Madras, whose opposition to Mrs. Gandhi is said to spring from personal animosity. The composition of the Syndicate is thus seen to be a mix of traditionalists, liberals, and party bureaucrats who control a sizeable block of party votes at the provincial level and identify their common interest in restraining the federal leadership.

Mrs. Gandhi's best friends will find it difficult to deny that her new stance of radicalism has been provoked not so much by the imperatives of an ailing economy as by the scheming of the Syndicate against her. The motivation may be questionable, but her response has been a masterpiece of bourgeois political strategy.

Synopsis of Events

1. Mrs. Gandhi sends a note on economic policy—"some stray thoughts"—to the Congress Working Committee just before its meeting in the City of Bangalore on July 10. The note suggests mildly that nationalization of the large banks and of general insurance is desirable; it mentions the need for land reform, an anti-monopoly commission, and a ceiling on urban property. As the Prime Minister notes herself, there is nothing new in all this: bank nationalization has been part of the Congress program—an ideal—for nearly 20 years.

2. The "stray thoughts" enrage the bosses who see in them an insinuation that Indira Gandhi is the spirit behind the Party's "socialist" program. But they are forced to include the Prime Minister's note in the main resolution of the Congress Working Committee.

3. The bosses have their revenge in the Parliamentary Board, which meets on July 12 to choose the Congress candidate to succeed the late Dr. Zakir Husain as President of India. They reject Jagjivan Ram, the Prime Minister's nominee and an ex-untouchable, and nominate Sanjiva Reddy, who has against him some very damaging strictures of the Supreme Court concerning his conduct as Chief Minister of Andhra Pradesh.

4. The Prime Minister interprets the choice of Reddy as a threat to her leadership of the Party. She rushes back to the capital. For three days wild rumours circulate in the Press: some heads will roll on the Cabinet floor. The Prime Minister will have the Acting President dissolve Parliament and will contest the mid-term elections as the leader of a leftist coalition...

5. On July 16, the Prime Minister shows her hand. Swiftly divesting Deputy Prime Minister Morarji Desai of the crucial Finance portfolio, she invites him to stay on as Deputy Prime Minister without portfolio. Desai, professing to be too sensitive to swallow the manner of this humiliation, resigns. The bosses pressure Mrs.

Gandhi to take the right-wing Desai back as Finance Minister. She resists them, arguing with sweet logic that it is "unfair" to expect a conservative like Desai to play a key role in implementing her new "socialist" program.

Meanwhile, more rumours go around the capital. There will be a no-confidence motion brought against the Prime Minister by the Congress right-wing. Senior ministers, including Home Minister Y.B. Chavan, will resign in protest against the sacking of Desai. The Prime Minister will be replaced in an organizational coup. As usual, none of these things happen.

6. On July 19, Mrs. Gandhi declares the Desai affair formally closed, summons an emergency meeting of the Cabinet, and comes up with a thunderbolt, an ordinance nationalizing fourteen of the largest banks, which together with the State Bank of India account for more than 80% of the deposits of all the banks in India.

The nation is stunned, the left-wing parties are jubilant. The big newspapers continue their hysterical campaign against the Prime Minister: "Is India being ruled from New Delhi or Moscow?" the Editor-in-Chief of *The Indian Express* asks in a signed column on the front page. The Prime Minister lashes back: did the Indian press ever speak for anyone except the capitalists? does it not represent the reactionary views of 5% of the people against the 95% who are solidly behind her "socialist" policies?

7. More drama: on July 22, India's conservative Supreme Court, admitting a writ petition from some right-wing Members of Parliament, stays a few provisions of the bank nationalization ordinance. But the Prime Minister has an answer to this. A bill incorporating the essential features of the ordinance is rushed through Parliament in record time—overlooking the August Joint Select Committee which specializes in watering down progressive legislation—and signed by the Acting President on August 9.

8. Election of the President of India by the Members of Parliament and the State legislatures: Indira Gandhi, who seems resigned to the Congress decision to sponsor Sanjiva Reddy, is incensed by the Congress President's scheming with the right-wing parties, Swatantra and the Jan Sangh, to get Reddy elected. (Swatantra and Jan Sangh have set up their candidate, C.D. Deshmukh.) In a series of dramatic moves, Mrs. Gandhi arrives at the position that a "free vote" should be allowed to Congressmen and that a Party whip should not be issued in favour of Reddy. This is interpreted—rightly—as the Prime Minister's support to the Communist candidate, V.V. Giri.

Giri, who starts with no chance, comes on very strongly. He tours the country, including those States where the Congress is supposed to be entrenched. He calls attention to his trade union background and banishes leftist fears of a President's capacity for mischief by declaring that the head of state is a mere figurehead, like the King of England. The Prime Minister's supporters within the Congress campaign for Reddy quietly. A few days before the results are announced, Mrs. Gandhi and two of her Cabinet colleagues are asked by the Congress President to "show cause" why disciplinary action should not be taken against them for opposing the party candidate.

9. Giri wins. Indira Gandhi must go, the Syndicate lets it be known through the press. The majority of the Parliamentary Party, however, is behind her, not for ideological reasons necessarily, but because the Prime Minister has the power to get Parliament dissolved.

On August 25, the 21-member Working Committee meets to consider the split within the Congress. Here too the Syndicate finds itself helpless against a Prime Minister in command. Instead of taking disciplinary action against Mrs. Gandhi, the Working Committee passes two compromise resolutions calling for "unity and discipline" and noting that "mistakes have been made on all sides in the wake of the conflict of ideas and approaches in the last few weeks." The crisis has blown over. Even Kamaraj and Morarji Desai, who have threatened to resign if no action is taken against Mrs. Gandhi, accept the compromise. And every senior Congress leader affirms his commitment to the Party's accepted goal, "Democratic Socialism."

The Fruits of "Democratic Socialism"

When India set out on the path of planned economic growth nearly two decades ago, it was to achieve some not very spectacular objectives. In a fascinating document titled "Alternate Policies for the Fourth Five-Year Plan" put out by the Government of Kerala, Dr. K.N. Raj, a distinguished scholar teaching at the Delhi School of Economics, identifies the most important of these objectives as

1. Doubling of the real per capita income by 1970-71;
2. reduction of the share of agriculture in the total working force, from over 70% in 1950-51 to 60% in 1975-76;
3. self-sufficiency in foodgrains and the development of capital goods industries to end dependence on foreign aid by 1965-66;
4. and "reduction" in inequalities of income and wealth.

Even within this limited framework, performance has lagged pathetically behind promises. In 1967-68, real per capita income was merely 25% higher than it was 20 years ago. The reduction of the share of agriculture in the total working force has been marginal. Import of foodgrains has increased and the nation has got into the habit of relying on Western doles even in years of bumper harvests such as 1967-68. Foreign aid accounts for nearly 4% of the annual national income. The ratio of external debt to the total public debt, less than one per cent in 1955, shot up to 32% in 1966 and, after the devaluation of the rupee in June 1966, stands at 45%. (It has been calculated by Dr. Matthew Kurian, Economic Adviser to the Government of Kerala, that by 1975 the money that will go out of the country as repayment of aid will be more than what comes in that year.)

Monopolies have grown. According to the Monopoly Inquiry Commission, 75 leading houses in 1965 held 46.9% of the assets of all non-governmental, non-banking companies. The 20 directors of big banks controlled 1,452 directorships of 1,100 joint stock companies, and the directors of the five largest banks manipulated 33 insurance companies, 25 investment trusts, 584 manufacturing companies, and 26 trading companies. The growth of empires like the Birla and the Tata, the cornering of licences, the adoption of restrictive practices, and the ruin of small businesses have been adequately backed by government-sponsored studies.

Not only has the projected expansion of the public sector been drastically cut; the private industrial sector has been strengthened by the huge resources made available by public sector financial institutions. For instance, out of the 1,100 companies in which the nationalized Life Insurance Corporation had invested till last

August, 10 leading companies had cornered 40% of the funds. The first 75 companies mentioned in the Monopoly Inquiry Commission report had got two-thirds of the investment.

And the agrarian structure continues to be dominated by semi-feudal relations. A few large holdings—25% of landowners holding 75% of all the cultivated land—a large number of small uneconomic holdings, concealed tenancy, mass underemployment and unemployment, and the perpetual indebtedness of agricultural labour are the dominant characteristics of that structure. The real income of agricultural labour has fallen under Planning.

"The reaction of policy-makers in the government to this experience," Dr. Raj notes, "has been, however, not to re-examine the basic premises of their strategy but to accept some of the developments as inevitable—more particularly the accentuation of inequalities in income and wealth—and to seek remedies of an essentially technocratic nature to the other problems." Typical of this technocratic approach has been the New Strategy in agriculture, the reliance on a package of modern inputs like high-yielding seeds, fertilizers, pesticides, modern implements, and managerial skills to achieve an annual growth rate of 5% in foodgrain production. It does not seem to matter to the planners that the benefits of the New Strategy have gone to the wealthier farmers and that, as a direct result, the contradictions within the rural sector have increased.

Lost in all the "democratic socialist" muddle of Planning are the twin criteria of equality and social justice. To quote Dr. Raj again: "Technocrats and solutions based on a technocratic approach are an essential requirement of planning, particularly when resources are scarce and every effort has to be made to harness modern science and technology for raising productivity. . . . But the question to consider is whether they provide a solution to the conflicts and contradictions that are developing within the economy as a result of the extreme hardships imposed on the lower strata of society, sharp regional disparities and imbalances, and excessive dependence on foreign aid."

Some Definitions

If it is accepted that Socialism is a minimum program of working towards a classless society through the public ownership of the means of production, then the characteristics of India's "mixed economy" fit a welfare capitalism rather than a socialist model.

And yet all the senior Congress leaders—good old Gandhians—continue to talk airily about Socialism. According to an incisive analysis of the Congress Party's "Democratic Socialism" published recently in the left-wing daily, *Patriot*, much of the blame for the fuzziness of the concept can be laid at Gandhi's door: "Nowhere has Socialism become so subjective as in India. This flexible approach can be traced to the Mahatma who managed to squeeze it into his religious faith. It was so simple for him. Everything belonged to Gopal—can anyone claim the Ganges as his own?"

There was a time when Socialism to Nehru meant a definite economic and political commitment: "When I use this word I do so not in a vague humanitarian way but in the scientific, economic sense . . . That involves vast and revolutionary changes in our political and social structure . . . That means the ending of private property." But as Nehru grew in power and in the leadership of a party that claimed to be a "movement" and not a political organisation, he made a distinction between "doctrinaire socialism," which he opposed and con-

demned, and "democratic socialism," which meant taking "the good elements from all social systems."

The good word has been further abused by the Congress President, S. Nijalingappa. In a recent speech he defined Socialism as "something which reflects the traditions and history of the country and which ensures employment for all." The writer in *Patriot* comments on this: "Although India abounds in traditions of various kinds, the basic tradition has been an authoritarian, paternalistic and rigidly hierarchical socio-economic structure ... What has Socialism to do with it?"

Leftism and Indira Gandhi

Thirty years ago, the proposition debated at an Oxford gathering was: "The Congress leadership should be more revolutionary." The star debaters were three young Indian leftists who attacked Congress leaders for following a policy that failed to match the magnitude of India's problems. Indira Gandhi, pretty daughter of Jawaharlal Nehru, was in the audience that day. Repeatedly invited to say something, she declined; but when the proposition was put to the vote she raised her hand in support.

Later, as she came to be intimately associated with the Congress Party, she was usually identified with the "radical" wing. She must have enjoyed the naive attacks in American newspapers on her "leftism." As late as 1966 the hard-headed *New Statesman* was sufficiently impressed with her radicalism to pose the question: Was she "a leftish epilogue to a colossus or the first of India's new incarnation of leaders?"

Until the bank nationalization ordinance, Mrs. Gandhi's reputation as a leftist was quite undeserved. As a member of the decision-making elite, she repeatedly let down the progressives in her Party.

In 1959, as President of the Party, she took the initiative in persuading the President of the Union to dismiss the democratically elected Communist ministry in Kerala. As Prime Minister and leader of the Party, she dismayed her progressive supporters by devaluing the rupee in June 1966, a surrender not merely to the conservative civil servants and the wizards of high finance in India but to shameless arm-twisting by the United States and the World Bank. She refused to stake her prestige for Krishna Menon in his battle against the bosses for nomination to the constituency of North Bombay. She allowed the Home Minister to force through leftist opposition the notorious Unlawful Activities Bill, aimed primarily at the Marxists. She remained lukewarm to the demand in Parliament for a probe into the growth of the Birla empire. And it was at her instigation that the President of India dismissed in 1967 the Marxist-dominated government of West Bengal.

In foreign policy, she has failed to take any radical initiatives. She has not been able to ignore West German pressure and establish full diplomatic relations with the German Democratic Republic. Neither has she been able to overcome American objections to the recognition of the National Liberation Front in South Vietnam. Her cold attitude to Cuba and North Vietnam have earned her much odium in the eyes of the Indian Left. While she has been guardedly critical of American involvement in Vietnam, she has outraged her friends by publicly referring to Lyndon Johnson as "a man of peace."

It is only fair to add that until her clash with the Syndicate, Mrs. Gandhi had never claimed any special socialist virtue. In an in-

terview published in *The Illustrated Weekly* in 1959 she said: "I do not think even the 'capitalists' consider our socialism radical. Why, it is just a policy of social justice." She has since affirmed her identity as a "centrist" who has no time for any "isms." "I don't see the world divided into left and right. I think most of us are in the centre."

All this changed in a fortnight in July that shook India. It was rumoured in the press that Krishna Menon once again has the Prime Minister's ear. Other indications of her apparent new posture are two recent appointments, a former card-carrying Communist as chairman of the Indian Airlines Corporation, and a distinguished socialist as Governor of West Bengal.

The Prime Minister's supporters at last began to talk about a radical dose of economic measures for the nation's ills: a ceiling on urban income and property; nationalization of import and export trade; abolition of the "privy purses" and privileges of India's prize troupe of clowns, the ex-Maharajas and Maharanis, the ex-Nizam, the ex-Rajas, the ex-Excellencies and ex-Highnesses; legislation to break existing monopolies and to prevent the growth of monopolies; and "social control" of private management.

These measures hardly make up a revolutionary program: they cannot, obviously, be adopted without splitting a Party whose class composition weights its policies against the underprivileged. An analysis of a large sample of the rank and file—"active members"—reported in Stanley Kochanek's study, "The Congress Party in India," shows that landowners, service workers, businessmen and professionals are amply represented, while "the urban working classes and agricultural labourers are almost non-existent." A survey of various levels of the party elite in the organizational and parliamentary wings—reported in the same book—shows "not only that the decision-makers do not reflect a cross-section of society but also that they do not reflect a cross-section of the Party base." "As one moves up," notes Kochanek dryly, "from village to district to state to national levels and from the secondary legislative elites to the top of the elite pyramid as represented by the central and state ministers, one finds Indian decision-makers drawn increasingly from the top of the social pyramid in terms of occupation, caste, education, and social status."

What is ironic is that a person so carefully trained in the traditions of such a Party, a person so pragmatic as Indira Gandhi, now appears as the hope of the parliamentary Left. Indira Gandhi's motives are almost irrelevant: what is significant is that a large section of the Congress leadership—admittedly an upper-class and upper-middle-class leadership—is with her and is prepared to take the political risk inherent in fitting a modest program of socialization into a bourgeois parliamentary system.

"Party unity before Socialism," exhorts Kamaraj, the veteran consensus-maker and mainstay of the Syndicate. Only Mrs. Gandhi had anticipated him by a few weeks and expressed in Bangalore a sentiment that was for the Congress truly radical: "Unity for what? Is it going to be a unity for achieving specific and defined goals? Or is a unity for the sake of unity and for merely being together?"

The Future?

All the available evidence goes to show that in spite of the patch-work at the Congress Working Committee meeting, the much-dreaded "polarisation" of the Party into Left

and Right has occurred. Three things could happen now: (1) The right wing in the Congress could retain its stranglehold on the provincial organization and make a bid for power with the tacit or open support of the Swatantra and the Jan Sangh. The Congress President is known to be in regular contact with these two parties. (2) The Prime Minister could make up her differences with the bosses, as she has done many times before in a spirit of "consensus," and continue the Congress tradition of being all things to all men. (3) Anticipating a right-wing conspiracy to overthrow her, she could have the President of the Union dissolve Parliament and order fresh elections. Or she could play for time, restrain her most radical supporters within the Party and wait until the general elections of 1972 for a showdown with the bosses. She could then form a rival Congress Party and seek a coalition with the pseudo-socialist and Communist parties. If she retains her present popularity with a section of Congressmen and if the Marxists improve their strength in Parliament slightly, a united front government of progressives—on the model of the united fronts of Kerala and West Bengal—is a distinct possibility in 1972.

Fortunately, the first alternative is likely to fail in the present political climate. For India's sake one hopes the second alternative can be ruled out. Should a leftist coalition materialize either now or in 1972, the best that one can expect from Indira Gandhi is a moderating and decorative leadership role, such as that played by another ex-Congressman, Ajoy Mukerjee, in the Marxist-dominated government of West Bengal. Whether a coalition of the Left, working within the present constitutional structure, can bring about any revolutionary change is another matter. One thing is clear: Should Indira Gandhi fail and should the traditionalists come to power—through elections or through a military coup—India will undergo a period of vicious nationalism and unenlightened repression that she has been spared so far.

PLANNING OFFICE APPOINTMENTS

The new planning organization was described in the 17 October issue of the *Reporter* in terms of its various positions. Three of these positions are occupied by people already at McGill, who previously constituted the Office of Research for Planning and Development.

In the new organization, K.L.S. Gunn becomes Director of University Planning and E.K. Des Rosiers Academic Budget Planning Officer. The Office of Research for Planning and Development (ORPAD) continues to exist as a group of resource people to gather, analyze, and provide information for the use of all parts of the university. A new Director of ORPAD is still to be appointed. George McArthur, M.A. (Mathematics, McGill, 1969) continues as Research Assistant (General Duties). Recently Jake Knoppers, M.A. (History, McGill, 1969), has joined ORPAD as Research Assistant (Academic Planning). The other new appointment is G.S. Kingdon, B.A. Sc. (Toronto, Civil Engineering, 1960), as Physical Planning Officer. Mr. Kingdon was both a student and later a staff member at College Militaire Royale, St. Jean P.Q. and has mostly recently been Executive Assistant to the Chief of Staff Administration at St. Hubert.

ISRAEL SEPTEMBER 1969

by DAVID BATES, Chairman, Physiology Department

Move past the soldier with the gun
Open the handbag please lady;
So this is the place of the Crucifixion;
Note the crack in the rock (like any other)
But protected by glass and
Illuminated of course;
And the open tomb so close
All enclosed in the same Church, and that
A hut compared to St. Peter's
Continually reconstructed, Byzantine
Destroyed by crusaders,
Rebuilt and destroyed, mostly by men
Sometimes possibly accidentally by fire.
To fight for possession
Of this piece of ground
Is heresy.

Don't miss the old olive trees
In the Garden of Gethsemane.
As you put your money in the box
The old Franciscan with the ravaged face
Hands you an olive leaf
Guaranteed genuine in five languages.
And as you descend the Mount of Olives
Do not ignore Absalom's Pillar
Not sacred enough to destroy
Hardly worth building a church over
Non inflammable; but without doubt
A silent witness of the night of indecision
The night of resolution
The night of certainty.
Here's where your faith should begin
Not at a crack in a rock
Not at an empty tomb
Not amongst the tasteless ornaments
At the place of the skull.

Do not attempt to return.
A hard enough coming we had of it;
A late take-off
And a slight bumpiness over Crete
But enough to spill the champagne.

The walled-up gate of the Old City
Just across from the Mount of Olives
Will open
When the Messiah comes back.
And all the dead shall be raised
And the trumpet shall sound
And has He evidence of identification?
Passport? Visa?
What race did you say? Man?
I am sorry sir it is not precise enough.

Can you see the people He preached to?
If you are unkind
Or faithful
Or partisan
You might say they stand with black hats.
Thick spectacles and long hair
Bobbing up and down at the Wailing Wall
Eyes open but minds closed.
That's the problem—how to open the mind
But prevent it from emptying.

Pilgrim or Tourist?
Keep all together please
And on the right one of the most sacred
At this well in Samaria
Try and keep together please
The sixday sixday sixday
(And on the seventh day they rested)
War . . .

Thank God we weren't shown the
Carpenter's Shop.
Look in the eyes of the boy on the donkey
Ignore the jeans and sneakers
And look beyond the suspicion.
You need faith to see the expectation
You always did, you always will,
Here and at any place
Now and at any time.

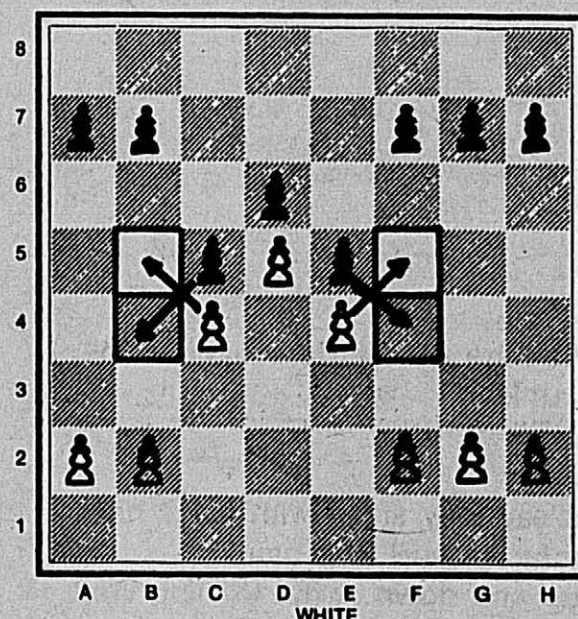
At least you can't build a church over a lake.
The sea of Galilee still refreshes the spirit
Dusty with heat, and the fish are still there
to be caught and eaten—
St. Peter's fish—all part
Of the prearranged lunch.
The man opposite puts ketchup on his
But not me—it would mask
The delicate flavour and besides
One has to watch one's behaviour.

Who is the old lady on the path?
The Emperor's wife journeyed from Rome
On the same mission as you .
But sixteen hundred years before,
Fixing the site of the Sermon on the Mount
And the miracle of the Loaves and Fishes
Forever.

A clear choice at London Airport;
I walk briskly through the 'nothing to declare'
Possibly something left behind but certainly
Nothing to Declare.
Who'd be concerned with an olive leaf?

CHESS

by CAMILLE COUDARI



In our preliminary steps, we unveiled and justified the basis of chess strategy, the law of the centre. Moreover, we stated last week an elementary but primordial axiom about the necessity of the domination of the centre and the condition of such an endeavour: maximum exploitation of energy in a minimum amount of time. Indeed this ability, in considering the greatest campaigns of history, is found to be the trademark of all military geniuses. One can regret that it was not on the chessboard that Caesar performed his feats and Hitler got rid of his complexes . . .

Today I simply wish to add a few personal thoughts about the centre, and to end our research of the basic chess laws, i.e., the first part of our attempt to define this phenomenon.

Until now, all we have said about the centre follows the usual pattern of its conception. We have made an exhaustive study of the initial position as a result of our phenomenological approach. But unfortunately, because of lack of space, we will not be able to continue in this method, for it would require too detailed an analysis for the dimensions of this column.

Therefore, I will state the concept of epicentre which follows without trying to *prove* it, as I normally should. I can however assure you that it is the logical result of our initial method.

As I said, this notion of centre as the four middle squares is the usual, classical one. And indeed it is certainly valid for the initial position we studied. But can it be so in every position? The classical school claimed that these four squares were *always* the most important ones. Isn't this statement too dogmatic? And yet even the hypermoderns also conceived the centre as the e4, e5, d4, and d5 squares, they who boasted of having introduced a more flexible, dynamical approach. But as the original symmetry is broken, doesn't the advance of the pieces alter the considerations which induced us to state that theoretically these four squares were the most important ones? Obviously it can. And it is a matter of routine for a chessplayer to meet positions where the ideal importance of these four squares has crystallized into only one or two of them, or even in a square of the wing. There are positions where the whole battle is centered, and depends upon one square or squares which might not even be included among those four. Let us for instance consider the following example. Figure 1 illustrates the pawn skeleton of the Benoni-Major. As one can see, the pawns interlock and completely block the centre. Does this mean that there are no more superior squares in this position? Of course not. Simply because of an artificial reason (the pawns' position), the influence of the squares is driven away, in this case to the wings, b4, b5, f4, and f5. Eventually, if the pawns clear up, e4, e5, d4, and d5 will reassume their role. This example of course is far-fetched but quite typical of blocked positions.

Thus it is indeed of capital importance to accept the obvious fact that in every position the moves of the pieces can and do alter more or less subtly the importance of every focal point. A static concept of the centre, that is, believing that the four middle squares are always the most significant, cannot be universal and often causes catastrophic misunderstanding of the position. Indeed all players of experience are unconsciously aware of this fact.

All I would like to do is to state it in a logical way.

In all positions there are squares that seem to magnetize the energy of the pieces. Most of the time, they are the centre squares but they *can* be located elsewhere, depending upon the circumstances. Let us call "epicentres" these squares that focus the battle. Every position has its own epicentre(s), which means that the latter can even change during the course of the game. It is up to the player's ability to rightly recognize epicentres and evaluate their strategic importance in the position.

As their name suggests, epicentres are more often than not located in the centre. Then what is the advantage of this notion over the old one? Well, I believe that this attitude towards each position is more flexible and free of prejudice. It indeed perpetually encourages the player to exercise his own judgment rather than to try to apply the limited rule of the centre. It recognizes the fact that every position has its own secrets and particularities and that no concept, indeed even a solid one like the law of the centre, can be used as a receipt for universal positional understanding of chess. We are now set to state our second and last axiom.

Chess is like existence, a perpetual renewal and change of situations; chess is a casuistical phenomenon "par excellence"; therefore no preconceived theory or set of principles can claim universal truth. But whereas in life this can be argued, in chess, it can be proven. As we now reach the end of our theoretical research, it is time to ask ourselves what results we have achieved. Well, firstly, we are now aware of this physical law of chess which tends to give special importance to the squares that are either "geographically" situated in the centre, or that focus the energy of the pieces' squares, the domination of which is the surest way to victory. Secondly, we also know that, as in life, no ethics can claim ultimate truth in chess, no theory can pretend to be an infallible answer to all positions, the key to victory.

Next week we shall, on the ground of these two demonstrated notions, attempt specifically to define chess, especially with the help of its parallels with life.

INNOVATION IN THE CLASSROOM

CENTRE FOR LEARNING AND DEVELOPMENT

It is well recognized that the lecture system is one of our major problems here at McGill. Innovation is greatly needed to improve or replace this method of teaching by techniques which will favor active learning, more meaningful course design, and mutual and continuous feedback between teacher and learner. As an example of what can be done, we present here an account of the method used by Dr. André Hone at l'Ecole Polytechnique (U. de M.).*

The method is based on three educational principles which we would like to see stressed here at McGill: 1. learning which permits active participation on the part of the student; 2. diagnostic feedback which will profit the

student; and 3. evaluation and continual revision of the teaching method used.

The innovative method, referred to as ADEC, can be outlined in four distinct phases: A—Acquisition of knowledge. The presentation is carefully prepared and video-taped by the professor. During class hours, the film is presented to the students (15 to 20 minutes).

D—Demonstration. The professor demonstrates the principles involved in the presentation by applying them to particular cases. This phase is also recorded and presented on film (5 minutes).

E—Exercise. Students then work on applied problems involving the theories presented (either individually or in small groups). The professor and his graduate assistants are available for immediate consultation (10-15 minutes).

C—Control. Students' acquisition of knowledge

and abilities is evaluated by a test dealing with the theories and implications of the presentation (15 minutes).

The advantages of the ADEC method over the regular lecture are important ones:

1. The presentation can be given by a specialist since it is recorded on video-tape at a time most appropriate to him;

2. The presentation can be of optimal efficacy since it is recorded in the TV studio and the lecturer can see himself lecturing and improve on it if necessary.

3. Student motivation is increased by active participation in lecturing. He pays greater attention to the presentation, and since practice (or discussion) immediately follows the presentation, he gets his learning done right away.

4. Active learning is more meaningful to the student and will help him to better retain the

* For a more comprehensive account of the innovation, see Hone, A. et al, "Une méthodologie de l'enseignement à des grands groupes d'étudiants" in *Prospectives*, Vol.5, No.3, Juin 1969.

presentation; if certain questions remain unclear, he knows he can consult professor or assistants on the spot.

5. Students can review the taped presentation which is kept at their disposal in the university library, or view a presentation which they may have missed.

6. Graduate students serving as assistants receive practical training in course design and evaluation.

7. Incorporated in the method is a quality-control process which makes use of the testing at the end of the session. For the professor, the test provides feedback identifying those principles thus giving him valuable data concerning revision and refinement of the presentation; for the students, who receive results the very same day, it provides feedback as to what has to be worked out more fully at the next session.

Though this instructional innovation of Dr. Hone's has not been experimentally compared in effectiveness to the regular lecture presentation, its allegiance to fundamental principles of learning stimulates much intuitive support from the CLD staff.

Note: Dr. Hone will present a paper dealing with this innovative method at our November conference entitled "Instructional Innovations in Higher Education."

FEEDBACK

Armed Forces in Developing Nations

SIR—Twice in the last three weeks, *The Montreal Star* columns have carried news items reporting objections by a group calling itself the Indian Progressive Study Group to my very recent appointment as a Visiting Professor at McGill University. The group's two main themes seem to be that firstly, my research here will deal with new military methods of oppressing the "progressive forces whether in India, Southeast Asia or Quebec." Secondly, in a series of slogans I am accused of being a "lackey of United States imperialism" and a collaborator "with the reactionary Indian government in oppressing the common Indian people." I understand the IPSG consists of some twenty persons, the majority of whom are English-speaking Canadians with no personal knowledge of Southeast Asia. The few Indian members have apparently left their country permanently for the benefits offered by Canada.

The study which I have been asked to do deals with "The Role of the Armed Forces in Developing Nations." In the last twenty years, national armed forces of newly independent countries have played an important and sometimes significant role in local development. Though this role has naturally varied from country to country, it has always had some impact on that nation's fiscal, economic, social, integrational, political, and international outlook. Some positive examples are the breaking

down of language barriers by the use of a common language; the breaking down of caste and regional barriers by not acknowledging them; the breaking down of food taboos by serving standard meals; the opening up of communications in difficult areas; the setting up of medical dispensaries in hard-to-reach districts; the alleviation of the effects of flood, famine, and drought; and the yearly return to civilian life of better educated, technically skilled, civic conscious citizens carrying with them a background of national unity and pride. On the negative side, the replacement of civil government by a military one could be quoted as a prime example, though here it is encouraging to see the armed forces of Ghana having deposed a despot, returning the country to democratic rule. In any case, I have no intention of suppressing the negative side in my study.

All such problems, together with the cost effectiveness of the armed forces as a national factor, are not clearly understood in a developed country's life. Further, the national potentialities of their armed forces are often not fully understood within the developing countries themselves, for this was always the last item to be handed over before the colonizers left. My study deals with these questions and is not in any way a study of the art of war. I hope it will be useful to developed nations in understanding some facets of developing nations. I also hope that within developing nations it will help the people understand what return they should get from the money they spend on their military.

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TO CORRECT SOME MISCONCEPTIONS

by A. A. TUNIS
and COLIN McDUGALL

The following is a summary of the origin and status of the Joint Committee to Maintain a Continuing Review of University Government.

Judging from recent articles in the *McGill Daily*, there appear to be some misconceptions about the present status of the Joint Committee to Maintain a Continuing Review of University Government.

An examination of the record up to October 27, 1969 indicates that student representatives to the Committee were not appointed for the last academic year or, if they were, the information was not received by the Secretary. Nor has the Secretary been advised of student representatives for this year. A summary of the origin and status of the Committee follows:

Origin and Terms of Reference: On September 9, 1968, a joint meeting of the Senate and the Board of Governors convened to consider an addendum to the Report of the Joint Governors-Senate Committee on University Government, and approved the following recommendation:

It is recommended that Senate and the Board of Governors consider establishing a Committee with broad membership to maintain a continuing review of University government.

On September 18, 1968, Senate approved this recommendation.

Matters referred to this Committee by Senate: Since Senate approved the creation of the Committee, two specific matters have been referred to it by Senate:

1. The question of student representation on

the selection committees for the appointments of Deans, discussed by Senate on November 11, 1968 and March 5, 1969;

2. A review of the composition of statutory selection committees with particular reference to student representation, discussed by Senate on December 18, 1968.

Appointment of Student, Senate and Governors' Representatives: The Nominating Committee report to Senate on December 18, 1968, recommending the composition of this committee, was tabled. The report recommended that Senate representation consist of eight members, two of whom were to be students, appointed by Students' Council. The Board of Governors were to appoint their own representatives, their number to be determined by the Board.

On January 11, 1969, a special meeting of Senate decided to alter the composition to four Governors, four Senators, and four students, and the Nominating Committee and Governors were requested to change their representation.

On March 5, 1969, the Nominating Committee report to Senate naming four Senate representatives was referred back to the Committee for reconstitution to provide for wider university representation.

On March 17, 1969, the Board of Governors informed the Secretary that they had named their representatives.

On April 24, 1969, Senate approved its representatives to the Committee.

On April 28, 1969, the Secretary of Senate sent a memorandum to all concerned, including the Presidents of the Students' Societies at McGill and Macdonald College, requesting the appointment of student representatives to the Committee. No replies from the Students' Societies were received on this subject.

On May 30, 1969, the Senate Nominating Committee, in considering the Committee on Continuing Review, felt "it had no authority to name a chairman as only four of the twelve members were from Senate, and it was decided that when the students' executive submitted their representatives, the Secretary would notify the Principal in writing and he would convene the first meeting. They would then decide their own chairman."

Present status: As it stands now, the Committee consists of the following:

Senate representatives: Prof. R.S. Broughton, Prof. Maxwell Cohen, Prof. Virginia Douglas, Prof. Donald Patterson;

Governors' representatives: Messrs. A.C. McKim, Gordon Echenberg, William Eakin, Dean G.L. d'Ombrain;

Student representatives: Four students to be appointed (three from the McGill campus, one from the Macdonald campus).

Mr. McDougall is Registrar of McGill; Mr. Tunis is Director of the Information Office.

SOCIÉTÉ DE MUSIQUE CONTEMPORAINE

by STEVEN FREYGOOD

Last Thursday's concert of La Société de Musique Contemporaine was, if not particularly exciting or controversial, at least (and who would ask more except the proponents of perpetual novelty) carefully prepared and presented with sensitivity and vitality. Now in its fourth season, the Société has attracted, besides a hard core of aesthetes who usually form a sort of rooting section, a larger audience from the general public not only enthusiastic but thoughtfully critical. Despite the cynical mutterings of a few ageing dilettantes it is obvious that new orchestral and rock music are not incompatible. The larger part of the audience was under thirty.

Certainly the main obstacle to public appreciation of new music has been the sloppy rehearsal and performance by groups who say afterwards, "Well, at least we're playing the stuff, aren't we." This has never been the attitude of Le Groupe Instrumental de Montréal under the direction of composer Serge Garant. Their intonation, timing and balance are almost perfect, and the concerts are worth attending if only to hear this excellent group of musicians. Little would be accomplished at this late date by giving a detailed critique of the performance. From the point of view both of composition and execution the two most successful works on the program were the Five Movements Op. 5 (1930) by Anton Webern, and Dorian Horizon (1966-67) by Tohru Teikemitsu. Both were quiet; both might be said to be "tonal"; both displayed a simplicity and subtle originality which have made Webern and Teikemitsu outstanding figures in their own generation. Paroles Tissées (1965) by Witold Lutoslawski could have been effective if the tenor soloist, René Lacourse, had produced even some variety of tone colour and dynamic contrast. He looked and sounded very distracted. Until the last few years it was a standard insult to suggest to a performer, "You aren't really very good. Why don't you perform modern music." The Société has an obligation to the composers and public to present soloists on the basis of some criteria other than their interest in and willingness to perform a particular work.

Good music, even by lesser composers and small ensembles, leaves one with the feeling that an event both vast and simple has just happened. The difference between, let us say, a folk song and a symphony, is not one of effect but of the subtlety of organisation which underlies the surface structure. Some works, however, display a surface complexity which mislead one to thinking that events of great importance really ought to be transpiring. The results, as in Vers (Champs III) (1969) by Giles Tremblay and Départs (1968) by François Morel (both Canadians) are frustration and boredom. Despite some spectacular binaural and percussion effects (and who objects to mind-blowing sounds?) neither piece had the unity, the attention to affective detail found in the writing of Webern, Teikemitsu, and Lutoslawski. Still, nobody attending a concert of new music should expect to enjoy every work on the program. The music public is still spoiled by concerts of the classics.

COMING EVENTS

OCTOBER 31 TO NOVEMBER 7

Send notices of coming events, photographs, illustrations, etc., to M. Cowen, Information Office, Administration Building, Room 633, McGill (392-5301, -5306). Deadline: Friday noon, a week before the issue in which the notice is to appear.

FRIDAY—31

MEMORIAL SERVICE: There will be a memorial service for Dr. James Q. Bliss, former professor of physiology at McGill, today in Divinity Hall at 1 p.m.

DEPARTMENT OF POLITICAL SCIENCE have invited Rols Breitenstein, diplomatic correspondent of the *Frankfurter Rundschau* in Bonn to speak on THE GERMAN FEDERAL ELECTIONS—SEPTEMBER 1969. 2:00 to 5:00 p.m. in the Arts Council Room.

DOW PLANETARIUM invites you to the spectacular REACHING FOR THE STARS presentation to November 30. Closed Mondays; Sunday 2:15 p.m., 8:15 p.m.; Saturday 1:00 p.m., 3:30 p.m., 8:15 p.m. 100 St. James Street West.

FACULTY FRIDAY SERIES: Piano recital by ROBERT MAYEROVITCH, program: Beethoven, Prokofiev, Ravel, Schumann. 8:30 p.m. in Redpath Hall, admission free; the public is cordially invited to attend.

MEETING: Graduate Faculty, 3:00 p.m., Leacock Council Room.

MONTREAL MUSEUM OF FINE ARTS displays Gécin Drawings dealing with Les Fables de la Fontaine, and the Museum's new acquisitions, to November 16. Closed Monday; open Tuesday, Thursday, Friday, Saturday from 10:00 a.m. to 4:45 p.m.; Wednesday from 10:00 a.m. to 9:45 p.m.; Sunday 2:00 to 4:45 p.m. Sherbrooke Street West.

NATIONAL FILM BOARD FILMS: each Thursday, auditorium at the Botanical Garden, 4101 Sherbrooke St. E., 8:00 p.m. Admission free, tel. 879-4823.

POETRY READING (English Department): Visiting poet Martin Bell, from the Program in

Creative Writing, University of Iowa, will read his poetry. Mr. Bell is the winner of the 1969 Lamont Award in the Academy of American Poets. 4:00 p.m. in Leacock 109.

SAIDYE BRONFMAN CENTRE OF THE YMYWHA: Contemporary Theatre presents LITTLE MALCOLM AND HIS STRUGGLE AGAINST THE EUNUCHS by David Halliwell, to November 8; 5170 Cote St. Catherine Road, tel. 737-6551.

THE HUMANIST FELLOWSHIP OF MONTREAL presents a film entitled HAND IN HAND. 9:00 p.m., Room 26, Leacock Building. A charge of \$1.50 per person will be made to defray the expenses of film and room rental. STUDENTS FREE.

SATURDAY—1

FOOTBALL: McGill at Waterloo at 2:00 p.m.

INTERNATIONAL 35. McGill Film Society showing REBELLION, director, Masaki Kobayashi (Japan 1967). 6:00, 8:15, and 10:30 p.m., Physical Sciences Centre Auditorium.

MAJOR PRODUCTION: ANTI-GONE, directed by Bob Tembeck. A joint Players Club-Theatre One production, interpreted freely. Through to November 5th. 8:30 p.m., Union Theatre.

POETRY READING by ALLEN GINSBERG, sponsored by McGill Debating Union and McGill Hillel Students' Society. 8:00 p.m., Union Ballroom. Admission: free.

MONDAY—3

LAKESHORE FILM SOCIETY: showing WARRENDALE, director, Alan King (Canada 1967). Film Box, Ste. Anne de Bellevue, tel. 697-2531.

MCGILL FACULTY SEMINAR ON HUMAN ECOLOGY: Demography, Agriculture and Ecology in the Ancient Middle East, by Dr. Philip E.L. Smith (Department of Anthropology, Université de Montréal), at 4:00 p.m., Leacock 738. Admission free (see photo of Dr. Smith on page 15).

MEETING: Senate Committee on Collegial Studies, 4:10 p.m. in Arts Council Room.

ORGANIC CHEMISTRY COLLOQUIUM: the Department of Chemistry has invited Professor S. Wolfe, Queen's University, to speak. 5:00 p.m., Room 10, Otto Maass Chemistry Building.

SEMINAR IN MECHANICS: Numerical Solution of Elliptic Equations by Dr. G. Birkhoff (Dept.



Alice in Wonderland, McGill Film Society, Friday Night Cinema tonight, L132, 6:30 and 9:00 p.m.



Professor Philip E. L. Smith, Department d'Anthropologie, Université de Montréal, who is giving a seminar on November 3 in the McGill Faculty Seminars on Human Ecology, 1969-70 Series. Professor Smith's theme is Demography, Agriculture and Ecology in the Ancient Middle East.

of Mathematics, Harvard University). 4:00 p.m., Room 226, McConnell Engineering Building.

UNIVERSITY CLINIC (MEDICINE) ROYAL VICTORIA HOSPITAL—DIVISION OF MEDICINE are having two lectures: the first at 12:00 noon in the Main Amphitheatre, Royal Victoria Hospital on "Pathophysiology of Hyperuricemia and Gout," the second at 4:00 p.m. in the Small Amphitheatre, Royal Victoria Hospital, on "Regulation of Enzyme Action in Mammalian Systems," by Dr. James B. Wyngaarden, Chairman, Department of Medicine, Duke University Medical Centre, Durham, North Carolina. Admission free; open to the public.

TUESDAY—4

JANIS JOPLIN and orchestra, JAMES COTTON BLUES BAND, 8:00 p.m. in the Forum, Atwater and St. Catherine St. W.

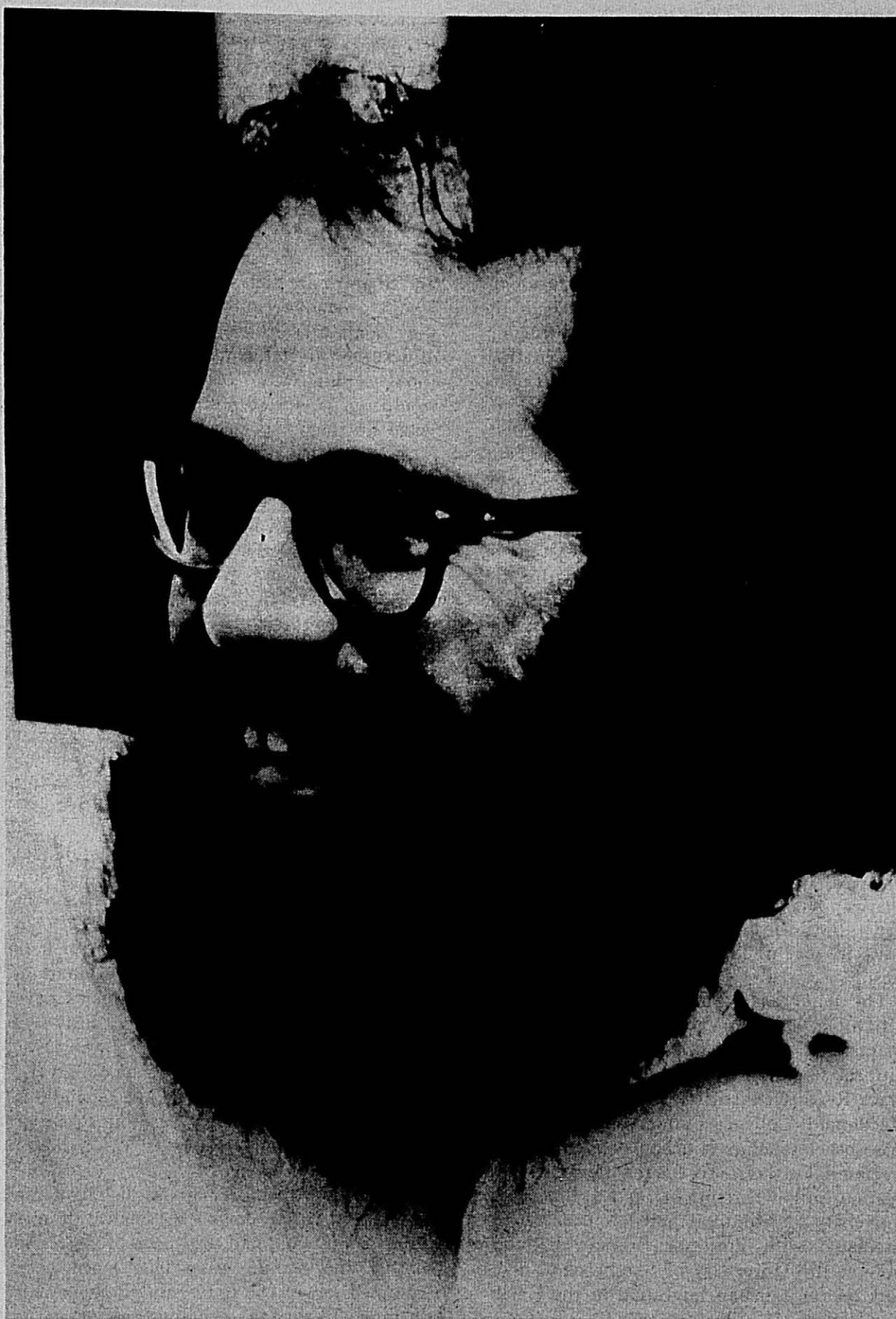
MONTREAL SYMPHONY ORCHESTRA: Kyril Kondrashin and Calvin Sieb, violinist. Program: Beethoven, Mozart, Shostakovich. November 4 and 5 at 8:30 p.m., Place des Arts, Salle Wilfrid Pelletier.

THE ST. JAMES LITERARY SOCIETY: The Aesthete's Search for Truth. Speaker, Nicholas Vlahos, Member of the Society, 8:15 p.m. at Windsor Hotel.

THURSDAY—6

DEPARTMENT OF MICROBIOLOGY, Macdonald College, presents the Second Evening Seminar on Technique of Isolation and Identification of Food Pathogens. Dr. A.W. Anderson, Department of Microbiology, Oregon State University, Corvallis, Oregon. 8:00 p.m., Room B-126, Biology Building, Macdonald College.

MEETING: McGill University Museums Auxiliary are holding their general meeting at 1:30 p.m. Following the meeting, the afternoon program will commence with a discussion and slides on ECUADORIAN ADVENTURE presented by Miss Alice Johannsen and Mrs. G. Harkness.



Poet Allen Ginsberg reads his poetry at McGill's Union Ballroom on November 1 and at Sir George Williams University on November 7.

Following the program, you are invited to visit the Contemporary Art Exhibit on loan from the permanent collection of Le Musée d'Art. Stewart Hall, 176 Lakeshore Drive, Pointe Claire.

MEETING: Senate Academic Policy Committee, 2:30 p.m. Room 609, Administration Building.

MONTREAL MUSEUM OF FINE ARTS: Cinemuse Series on Man, War, and Love will show LA KERMESSE HEROIQUE, director, J. Feyder (France 1936). 8:00 p.m., Lecture Hall, Sherbrooke St. W.

SANDWICH THEATRE: McGill Players present A RESOUNDING TINKLE by N.F. Simpson: the intimate exploration into the life of a bell. 1:00 p.m., Union Theatre, admission free.

SEMINAR: Department of Chemistry Polymer Thursdays present Dr. L. Utracki, Shawinigan Chemicals Ltd., Montreal. Theme: Newtonian Viscosity of Moderately Concentrated Polymer Solutions, 4:30 p.m. in Room 10, Otto Maass Chemistry Building.

FRIDAY—7

FACULTY FRIDAY SERIES: Mario Duschenes' Chamber Ensemble in a program of works by Bach, 8:30 p.m. in Redpath Hall, admission free. The public is cordially invited to attend.

FRIDAY NIGHT CINEMA: McGill Film Society presents IVAN'S CHILDHOOD, director, Andrei Tarkowski (USSR 1962). 6:30 and 9:00 p.m., Leacock 132.

IRANIAN STUDENT'S ASSOCIATION: Discussion on Yalda Night, coming events, film, and exchange of newspapers from Iran. 8:00 p.m. University Centre, tel. 849-5592.

MEETING: Humanities—Division 1. 3:30 p.m., Leacock Council Room.

POETRY: Allen Ginsberg reads at SGWU at 9:00 p.m., Room H-110.

Legislators continued from page 5

date for elections to Senate. Meanwhile, it does not seem likely that Council will choose senators itself, rather than call for campus-wide elections. Such a move would be ruled out by the University Statutes (Article 5, Section 1) referring to student representative on Senate, which reads, "student representatives—eight students to be elected by the students." This was the practice followed last year.

In a reference to the past accomplishments of student government at McGill, the Students' Council members who resigned noted at the end of their statement: "Council, and especially Gray and Shapiro, have clearly shown their incompetence, hypocrisy, and lack of guts. We have no use for this type of Council, and we think that most of the McGill student body will agree. Real change will not come in Council Meetings, in committee rooms, or in Senate chambers. On passe à l'action."

Ex-Senator Edel was asked about the implications of the last sentence of the above quote. "All that means," he said, "is that within the actual legal, constitutional, and bureaucratic structure of McGill, it is impossible to make changes because those structures are controlled

by capital interests that we want to eliminate. "They're not interested in serious academics for the welfare of mankind. In the sciences and engineering, they're only interested in making more capital. In the social sciences, they become apologists for the system. We will now adopt other tactics."

When pressed by the *Reporter* to elaborate on these, Mr. Edel said, "we haven't yet had a meeting to discuss these tactics. . . . Grey and Shapiro are fools. They think they can do what they want because they hold offices. What they don't take into account is the question of whether they have political support. Although I am certain the majority of campus would not go for revolution, the people who voted for them expected some progress."

"Grey and Shapiro have been conservative and reactionary. Personally I find them obnoxious in dealing with people, totally useless. . . . completely incompetent. They command respect from nobody."

When asked what his opinion was of Students' Council's legislative record under the present Executive, he complained, "They haven't done one thing. . . . nothing fundamen-

tal like the re-orientation of the university, that does work in the interests of the people, not the oppressors."

On the possibility of elections for student senators in the near future, "I doubt there will be a turnout—nobody gives a damn. Everybody's aware that the only thing that keeps McGill going is repression. There is no legitimacy here. There are 2,000 people at McGill who would burn down the campus if they weren't scared."

President Grey called the phrase, "On passe à l'action," "a laugh." "This is the complete opposite of the truth," he said; "What's wrong with McGill is wrong with other universities in North America, though as universities go, McGill is a good one. These people thought they could no longer further their own goal on Council by blocking legislation and hoping everybody else would follow. Their departure will relieve the constipation of Council."

On Monday, October 27th, Internal Vice-President David Young announced that he refused to attend future Students' Council meetings "until Council proves that it is justly and effectively representing McGill students."

Geography continued from page 5

of the Canadian populus toward the under-developed world. Professor Hills has been Associate Director of the McGill Centre for Developing Area Studies with special responsibility for the Caribbean region for the past five years. Clearly, with Ottawa planning to spend 1% of the Canadian GNP on foreign aid; factual in-depth studies of potential recipient areas will assist in placing this aid where it will help most.

The team has constantly been in contact with other Canadians working in the Caribbean, not a few of whom are at McGill, associated with the Bellairs Institute in Barbados and the Brace Research Institute presently located at Macdonald College. Full co-operation from these other scholars is acknowledged and appreciated. Furthermore, the team has had close relationships with students at Laval and the University of Montreal and has been closely associated with Professor Romain Paquette (now at the University of Sherbrooke) in his work on rural/urban migration in the Caribbean region.

The current research program has benefitted very much from the assistance and collaboration of the universities in the Caribbean area. Dr. Barry Floyd of the Department of Geography at the University of the West Indies, together with Dr. Alastair McIntyre of the Institute for Social and Economic Studies, have acted as consultants to the research team. Dr. Leslie Cummings, chairman of the Department of Geography at the University of Guyana, is currently assisting in field supervision in that part of the study region. The intention of the research team is to provide a new understanding of the diversity of the peasant sector of agriculture, which should be of great assistance in planning Canadian development aid in the Caribbean, and understanding the interaction of environmental with social and economic systems within a tropic context. This latter represents a unique opportunity for Canadian scholars.

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As for the slogans used against the Centre for Developing Area Studies and my appointment, they follow a very familiar theme, and one wonders who is who's stooge. Wasn't it some Russian author who said that "if you can't find anything against a man, blame him for the faults you have in yourself"? I might add that my appointment at McGill is for a limited period of about two years. I am here as a non-immigrant and have every intention of returning to my own country which I have had the honour of serving for the last forty-two years.

Yours truly,
General J.N. Chaudhuri
Visiting Professor

Faculty Club

SIR—Must the members of the Faculty Club be expected to pay for a chef, maitre d', and kitchen staff, who, had they been professors in another life, would have long since been drummed out of the university? Perhaps it is too much to suggest incompetence, or at the least a lack of interest in food, on the part of the Club's restaurant staff. Perhaps, somewhere between the creators and the consumers of the fare offered at the Club, evil forces intervene to transmogrify lamb chops to squalid little triangles of overdone meat, shrimp into tough pink crescents, fish fillets to chewy slabs. And all of this is offered for the delectation of what is presumed to be a representative cross-section of Montreal's already fussy restaurant clientele. Eaters, arise! Defend yourselves against the Faculty Club's attack on our palates!

Yours unhappily,
R.R. Reid
McGill-Queen's University Press



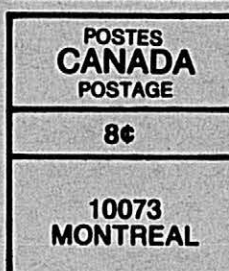
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Friday before the issue in which the item is to appear. FEEDBACK deadline is Monday.



Published weekly by the Information Office of McGill University, 805 Sherbrooke Street West, Montreal 110, Quebec, and distributed free of charge to faculty, students, staff (on campus), and Graduates. Off campus, 15¢.

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